

# Compass to 2015

## A Strategic Plan for Student Success

Dr. James G. Merrill  
Virginia Beach City Public Schools  
November 2010



# One School District's Story



# Breaking it Down



# Accountability: Putting the Infrastructure in Place



- More than 69,000 Students



- Approximately 15,320 Employees
- 86 Schools/Centers

# The Virginia Beach Region



Large Military  
Population





# My SEAL Team





# Strategic Planning Implementation Steering Committee



## Superintendent (Executive Assistant as Staff)

Strategic  
Objective  
1  
Co-Chairs

Strategic  
Objective  
2  
Co-Chairs

Strategic  
Objective  
3  
Co-Chairs

Strategic  
Objective  
4  
Co-Chairs

Strategic  
Objective  
5  
Co-Chairs



# Strategic Planning Implementation Steering Committee



## Strategic Objective Co-Chairs

### Action Teams

Teachers

Guidance  
Counselors

Principals

Assistant  
Principals

Curriculum  
Staff

Community  
Members



# Strategic Objective Three

*Each school will **improve achievement** for all students while **closing achievement gaps** for identified student groups, with particular focus on **African American males.***

# Breaking Down the Work



## Strategic Objective 3 Action Team

Plan for  
Continuous  
Improvement  
Subcommittee

Response to  
Student Need  
Subcommittee

Literacy Plan  
Subcommittee

# Communication: Making the Plan Real



**COMPASS to 2015**  
A Strategic Plan for Student Success

**COMPASS TO 2015: A STRATEGIC PLAN FOR STUDENT SUCCESS**

**Strategic Goal**

Recognizing that the long range goal of the VBCPS is the successful preparation and graduation of every student, the near term goal is that by 2015, 95 percent or more of VBCPS students will graduate having mastered the skills that they need to succeed as 21st century learners, workers and citizens.

**VBCPS Outcomes for Student Success**

Our primary focus is on teaching and assessing those skills our students need to thrive as 21<sup>st</sup> century learners, workers and citizens. All VBCPS students will be:

- Academically proficient
- Effective communicators and collaborators;
- Globally aware, independent, responsible learners and citizens; and
- Critical and creative thinkers, innovators and problem solvers.

**Strategic Objectives**

1) All teachers will engage every student in meaningful, authentic and rigorous work through the use of innovative instructional practices and supportive technologies that will motivate students to be self-directed and inquisitive learners.

Key Strategies	Key Measures
Identify the 21 <sup>st</sup> century skills for VBCPS.	Student success in meeting 21 <sup>st</sup> century skills by using performance-based assessments
Integrate 21 <sup>st</sup> century skills into K-12 curriculum and instruction.	Augmented curricula addressing 21 <sup>st</sup> century skills
Define, develop, and promote effective teaching practices that maximize rigor and meaningful engagement for all students.	Instructional practices ensuring that daily instruction is rigorous and relevant for all learners
Integrate supportive technologies into the instructional program delivery.	Follow-up data from employers and colleges to assess graduate college and work readiness of VBCPS graduates
	Success on state standards for attendance and promotion and a reduced drop-out rate
	Positive trends in discipline referrals and suspension rates
	Increased number of advanced diplomas

2) VBCPS will develop and implement a balanced assessment system that accurately reflects student demonstration and mastery of VBCPS outcomes for student success.

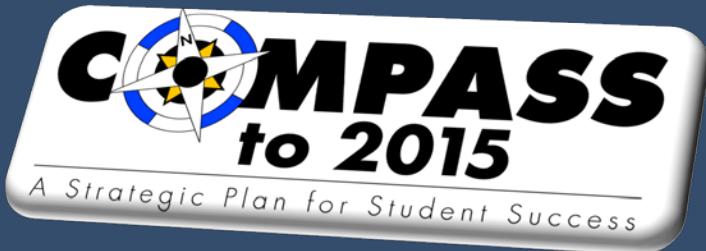
Key Strategies	Key Measures
Develop and/or adopt varied assessments, including performance-based assessments, to create a balanced assessment system that measures VBCPS outcomes for student success.	New authentic assessments
Provide training for teachers and administrators on developing, using, scoring, and interpreting varied types of assessments to create a balanced assessment system.	Evaluation, collection and dissemination of student work products
Monitor and evaluate VBCPS assessments to ensure quality and fidelity.	Student performance data
Develop a process to monitor and report student performance on VBCPS assessments.	Staff and student feedback and surveys
	Reliable teacher scoring methods and results

**VBCPS MISSION**

The Virginia Beach City Public Schools, in partnership with the entire community, will empower every student to become a life-long learner who is a responsible, productive and engaged citizen within the global community.

**VBCPS VISION**

Every student is achieving at his or her maximum potential in an engaging, inspiring and challenging learning environment.



**"By 2015, 95 percent or more of VBCPS students will graduate having mastered the skills that they need to succeed as 21<sup>st</sup> century learners, workers and citizens."**

# Employee Communication



**Compass to 2015: A Strategic Plan for Student Success**

As you know, a new six-year strategic plan is in the final stages of development and was presented September 9 to not only the parents but also the educational community. A significant feature of the goal, which is the overwhelming focus on teaching 21st century skills and relevant life competencies, is emphasized in the proposed plan.

An Open Mic night for stakeholders is interactive put on for those who plan. Final adjustments are being made to the plan. Final adjustments are being made to the plan.

**DRAFT COMPASS**

Recognizing that the term goal is that by

Bayside High School English teacher earns national recognition

National Speaker Series event in March

Virginia Beach Education's Foundation golf annual tournament

Virginia Beach Education Foundation's 2010 Commemorative Poster

VBEF Toolbar

**COMPASS to 2015**

The overall emphasis on teaching 21st century skills and relevant life competencies is emphasized in the proposed plan.

**Q&A - Dr. Merrill**

Professional learning communities (PLCs) are the "hot topics" of conversation in schools these days as staff members Januar the last month.

**Q: I am curious about what has been done to prepare for the summer?**

I went through the Futures presented to us as a Professional Learning Community. My ideas of middle schools. My ideas of been shaped by these observations. I remember seeing and learning may not be entirely accurate.

Here is my recollection: A group of teachers co-planned given unit in one subject area. I don't recall if all the one teacher taught the less other teaching and giving less engaged, seemed to be less collected data on how the less etc., related to the unit the less a group in a collaborative and instruments they used or the less

**My question is whether this is an appropriate use of a tool or examples/models?**

**A:** The recollection you share although many of the descriptive idea was to observe the teaching module. The big and a PLC is that the major component of student learning. Although a study continues for a defined period of time, the success of the students is the variable in a PLC; student In the lesson study, the teachers do not necessarily focus on the questions that guide the work critical to whether a group is

Disclaimer: This document is a draft and contains preliminary information. It is not intended to be a formal document and does not represent the final version of the strategic plan.

**Mandatory training in 21st century skills slated for the summer**

$$f(x) = \begin{cases} 0 & \text{if } x < 0 \\ (acx)^{\cos(1/x)} & \text{if } 0 \leq x < \pi/2 \\ 0 & \text{if } x > \pi/2 \end{cases}$$
$$df/dx = 1/\pi \left[ \begin{cases} 0 & \text{if } x < 0 \\ (acx)^{\cos(1/x)} \cdot \ln(acx) + \cos(1/x) \cdot acx^{-1} & \text{if } 0 \leq x < \pi/2 \\ 0 & \text{if } x > \pi/2 \end{cases} \right]$$
$$d^2f/dx^2 = 1/\pi^2 \left[ \begin{cases} 0 & \text{if } x < 0 \\ (acx)^{\cos(1/x)} \cdot \ln(acx)^2 + \cos(1/x) \cdot acx^{-2} + \cos(1/x) \cdot acx^{-1} \cdot (-\sin(1/x)) & \text{if } 0 \leq x < \pi/2 \\ 0 & \text{if } x > \pi/2 \end{cases} \right]$$

**Opportunities for professional development**

Opportunities for professional development are available throughout the year. The division is requiring that all eligible instructional personnel complete four hours of mandatory training – focusing on 21st century skills – during the summer months prior to the start of the 2010-2011 school year. Specifically, secondary teachers will attend one four-hour session on 21st century skills while elementary teachers will attend one two-hour session on 21st century skills. The other two hours of training will be focused on how teachers can best implement these 21st century skills in the new science program that has been adopted. In addition, elementary teachers will be required to attend further training throughout the school year on the implementation of the new elementary science program.

Fortunately, the Department of Curriculum and Instruction is once again sponsoring its annual summer conference in June. As you may recall, sessions often "fill up" quickly because they offer teachers top notch training and the conference is a great opportunity for teachers to get a head start on completing their required 15 hours of divisionwide professional development for the year. In fact, some teachers actually complete all of their divisionwide hours of professional development at this time.

Department of Curriculum and Instruction Assistant Superintendent Dr. Christine Caskey explains the mandatory approach this way: "The purpose of the training is to build a consistent understanding of the 21st century skills among all staff. In addition, teachers will explore where in the curriculum 21st century skills are emphasized through the use of SchoolNet and be given the opportunity to design learning plans and assessments that foster these skills."

Superintendent Dr. James Merrill agrees. "By participating in this training, instructional staff will gain a common understanding of the 21st century skills outlined in our strategic plan. In fact, I have heard from school administrators and teachers across the district that this knowledge is essential if we are to move forward successfully with year two of the implementation of Compass to 2015."

... director of the Office of

# Parent Communication





# Dynamic Web Presence

A commitment to provide all students with the necessary skills to thrive as **21st century** learners, workers, and citizens.

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**Effective communicators and collaborators**

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- Adult Learning Center
- Long Range Facility Master Plan
- **Green Schools**
- School Construction and Modernization
- Diversity Awareness

**TextTalk Live Online Discussion**

**BLOGS**

**On the Mark**

- Autism: A Journey for a Mother and Her Son
- How Do We Measure Student Learning?

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parent notification system

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**HEADLINE NEWS**

Schools closed for students and staff on Thursday, Nov. 11 in observance of Veterans Day.  
10/25/10 [More](#)

Schools closed for **students only** on Tuesday, Nov. 2 & Friday, Nov. 12 due to teacher staff days.  
10/25/10 [More](#)

Renaissance Academy Open House Saturday, November 6, 11:00 a.m. – 1:00 p.m. Learn about the academic programs available to students and the building's unique environmental features.

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**COMPASS to 2015**

Find out how we are preparing students to succeed as **21st century** learners, workers, and citizens.

**VBCPS Parent Portal**

VBCPS Parent Portal is a powerful online tool for parents and guardians of all students to monitor their child's progress in school.

[Register today or login!](#)

**vbschools.com**



# My Digital Portfolio

A commitment to provide all students with the necessary skills to thrive as **21st century learners, workers, and citizens.**

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**VBCPS Parent Portal**

**Presentations of Interest**

- [State of the Schools Address October 2010](#)
- [2010-2011 Budget Presentation to City Council April 2010](#)
- [Compass to 2015 Year-End Report to School Board June 2010](#)

**Videos**

- [Superintendent's Monthly Reports to the School Board](#)

**School Board**

- [Superintendent's Monthly Reports to the School Board](#)
- [School Board Recognitions](#)

**Dr. Merrill in the News**

- [July 2009](#)
- [March 2010](#)

**News Articles - Budget 2009-2010**

- [Compass to 2015 Strategic Plan](#)

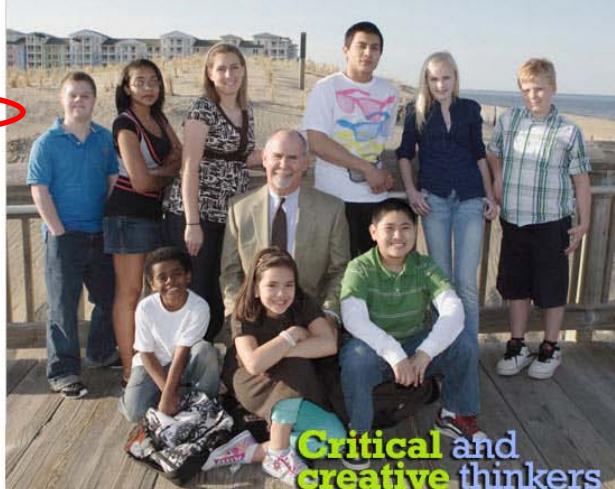
**Vision Statement**

Every student is achieving at his or her maximum potential in an engaging, inspiring and challenging learning environment.

**Mission Statement**

The Virginia Beach City Public Schools, in partnership with the entire community, will empower every student to become a life-long

## Superintendent James G. Merrill's Digital Portfolio



THRIVING as  
**21st Century**  
**Learners**  
**Workers**  
**&**  
**Citizens**

**Critical and creative thinkers**

This is Dr. Merrill's digital portfolio. It is also his way of being as transparent as possible to the Virginia Beach community. He has taken the time to share presentations to key audiences; his monthly superintendent's report to the School Board; photos of his travels in the schools; and of course, his biography.

A major initiative he has led has been the development and implementation of **Compass to 2015: A Strategic Plan for Student Success**. A strategy in the strategic plan is the intent to engage students in the task of building digital portfolios. Research shows that this technological, reflective instructional practice is beneficial to students who often appreciate the creativity and innovation required to accomplish the task. Since Dr. Merrill is asking teachers to be trained in supervising the production of these portfolios and students are being asked to produce them, he decided he would try his hand at it too.

If there is something you would like to see added to this page, please email us with your suggestion at [askthesuperintendent@vbschools.com](mailto:askthesuperintendent@vbschools.com). Check back often as this page will be updated on a regular basis.



# Superintendent's Report



Online **Green** Student Film  
Festival



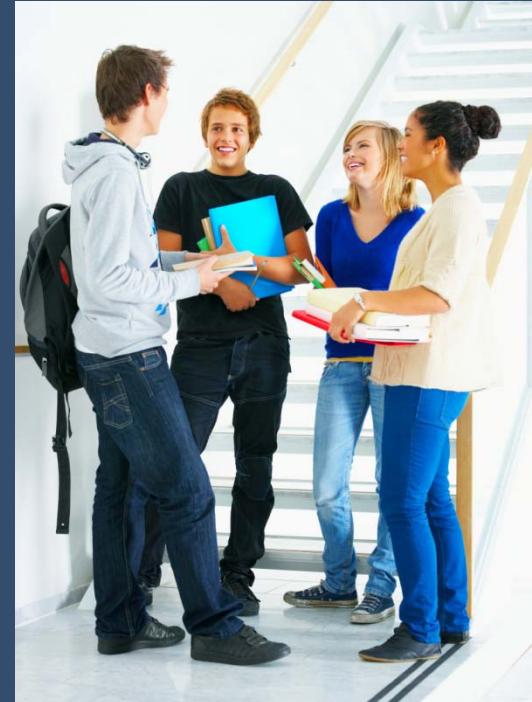


# Strategic Objective One

*All teachers will engage every student in meaningful, authentic and rigorous work through the use of innovative instructional practices and supportive technologies that will motivate students to be self-directed and inquisitive learners.*



# Researching 21<sup>st</sup> Century Skills



Focus Groups



# Identifying the 21<sup>st</sup> Century Skills

## Critical and Creative Thinkers, Innovators, and Problem Solvers

**Critical Thinking:** Analyze and evaluate information and ideas to determine appropriate actions or develop a point of view.

**Creative/Innovative Thinking:** Generate original ideas, unique solutions or new associations of existing ideas for an aesthetic or practical purpose.

**Problem Solving:** Anticipate and identify problems and challenges to develop solutions that effectively address them.

## Effective Communicators and Collaborators

**Information Literacy:** Use digital technology (networks, databases, and print materials) in an ethical manner, to identify relevant sources, evaluate validity, synthesize, analyze, and interpret information.

**Listening:** Construct meaning and demonstrate understanding from verbal and nonverbal cues.

**Collaboration:** Interact with diverse groups to achieve an objective while displaying flexibility and willingness to understand alternate points of view.

**Communication:** Articulate ideas and information clearly and appropriately for the given context, medium, and audience.

Communication: Ability to communicate effectively with others.

Ways to develop communication skills:

## Globally Aware, Independent, Responsible Learners and Citizens

**Social Responsibility:** Understand the importance of acting with integrity, empathy, and compassion and commit to making a meaningful contribution to the local, national and/or global community by offering time, talents, advocacy, and/or resources to a worthy cause.

**Sustainability:** Foster responsible development and protection of the world's natural environment and resources through individual and collective action.

**Interdependence:** Recognize and understand the social, economic, and political issues and concerns that connect us on all levels - locally, nationally and/or globally - and commit, when necessary, to using this knowledge to inform decisions and actions.

**Health Literacy:** Make informed decisions based on appropriate sources for a healthy lifestyle.

# Developing a Continuum



## 21ST CENTURY SKILLS FOR VBCPS

Our Commit to 2015 Strategic Plan for Virginia Beach City Public Schools has been designed to equip students with the skills they need to succeed as 21st century leaders, learners, workers, and citizens. So just what are those 21st century skills? Based on our research and our own experience, we believe [the following key attributes are essential for success in the 21st century]:

[LEARNERS AND PROBLEM SOLVERS]

## Critical Thinking

Analyze and evaluate information and ideas to determine appropriate actions or develop a point of view.

### NOVICE

Respond to information and ideas through prior knowledge, personal experience, or emotional reaction.

### EMERGING

Analyze information and ideas within a source, problem, or situation to develop a knowledge base.

### PROFICIENT

Analyze and evaluate information and ideas across a range of sources, problems, situations, and/or contexts to determine appropriate actions and develop a point of view.

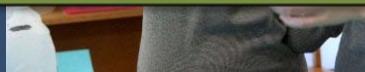
### ADVANCED

## 21<sup>st</sup> Century Skills

Novice → Emerging → Proficient → Advanced

ableness given...  
**PROFICIENT**  
Use prior knowledge to identify a range of possible problems, root causes of problems, and potential solutions. Use this information to propose a procedure, arrive at a solution, evaluate its reasonableness given the parameters, and compare strategies.

**ADVANCED**  
Examine the nature of the problem to determine relevant and irrelevant information, create and implement an appropriate procedure, monitor its effectiveness, and make necessary adjustments to arrive at a viable solution or to deepen knowledge of the problem.





# Mandatory Teacher Training

**Department of Curriculum and Instruction**

**Professional Development  
Summer Conference**

**Landstown High School  
and other satellite locations**

Earn you PDP hours at the Summer Conference  
Offering a variety of courses from all instructional areas scheduled throughout three days of professional development

 Training Information & Registration System

**2010**

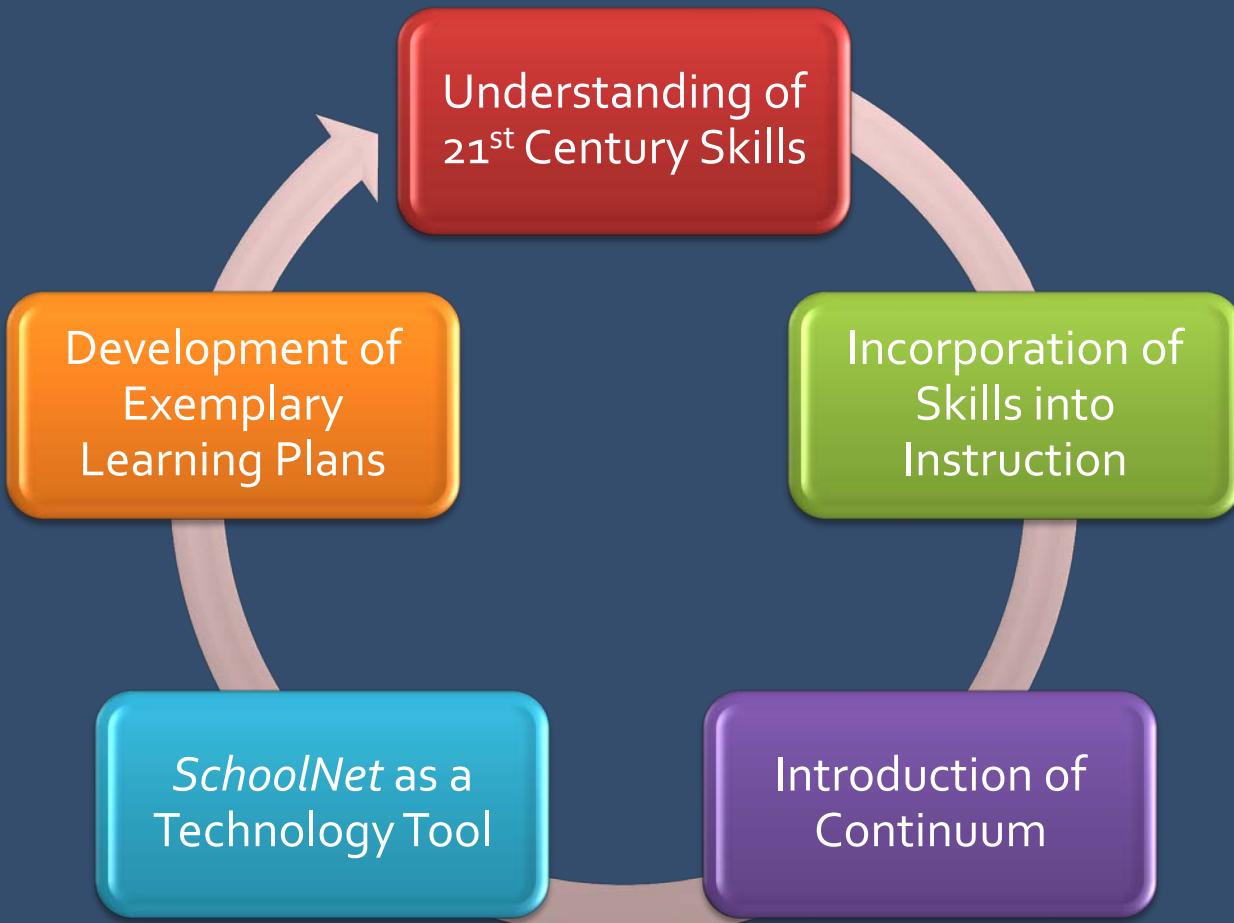
**8:00 a.m. - 5:00 p.m.**



**21st Century Learner**

**VIRGINIA BEACH CITY PUBLIC SCHOOLS**  
AHEAD OF THE CURVE

# Purpose of Training





# Engaging Administrators

## Grab Your Compass. We're Navigating a New Future!

Your 21st century compass is now a GPS, but you still get the message. Our new strategic plan is about expanding our reach, moving into new directions and better preparing students for a "brave new world." At the 2009 Administrator's Conference, we'll be delving into **Compass to 2015**; examining professional learning communities as the vehicle to organize and support our objectives; and asking school and administrative teams to discuss how their Plans for Continuous Improvement can be adapted for implementation.



### Want to get the most you can out of the Administrator's Conference?

Then consider doing some advance homework:

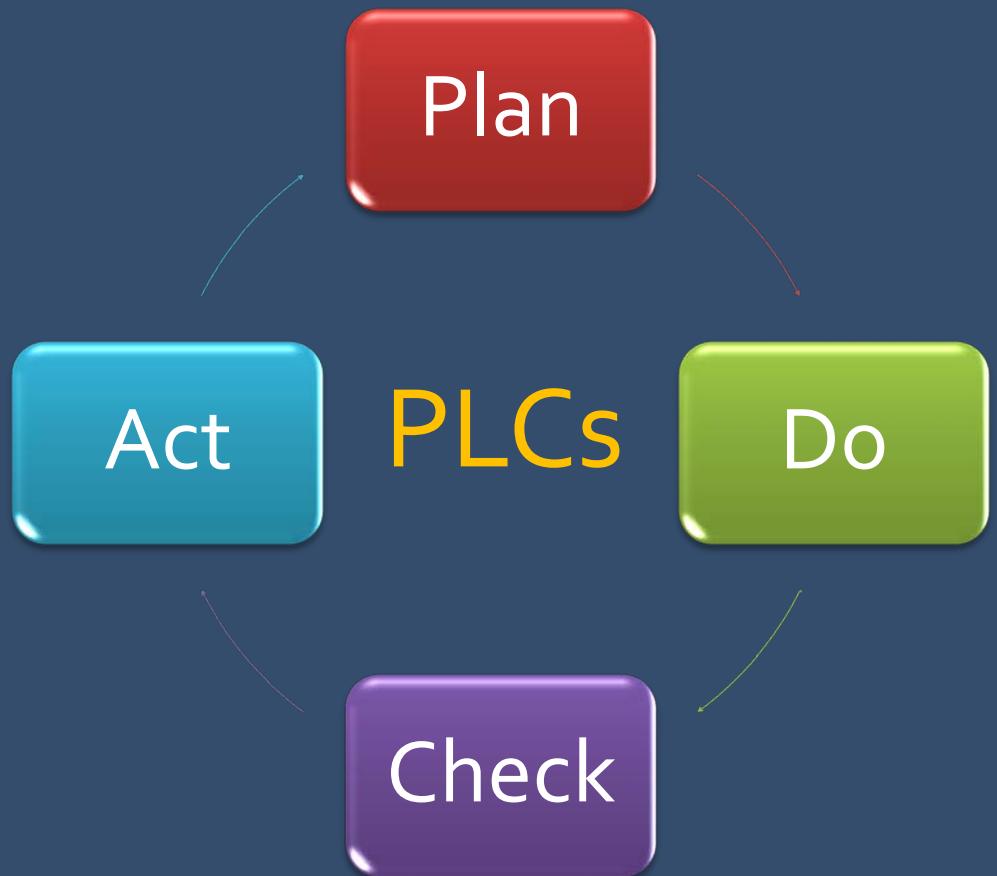
- Visit the **Compass to 2015** strategic plan web page: <http://www.vbschools.com/compass/index.asp>. Read the plan, the list of 21st century skills and our Glossary of Terms; check out the helpful resources and learning walks pages; and watch the videos that have been posted.
- You may also want to do some independent Web research and/or book reviews. A good place to start would be *Getting Started: Reculturing Schools to Become Professional Learning Communities* by Robert Eaker, Richard DuFour and Rebecca DuFour. In the near future you will be receiving some PDF copies of articles on professional learning communities to read as well.

Remember to mark your calendars for August 20, 8:30 a.m. – 4 p.m. for the 2009 Administrators' Conference at Landstown High School! Registration will be from 7:45-8:15 a.m. See you there!



# Thou Shall Have PLCs

Immediate deployment  
of Professional  
Learning Communities



What were we thinking?

# Developing Collaborative Learning Cultures



The cover of the book 'Learning by Doing' features a yellow and orange abstract background. The title 'Learning by Doing' is prominently displayed in large blue letters. Below the title, it says 'A Handbook for Educators'. At the bottom, the authors' names are listed: Richard DuFour, Rebecca DuFour, Robert Eaker, and Thomas Many. A small circular logo in the bottom right corner says 'CD inside'.

**The Professional Learning Framework for Student Success**

Educators today are very familiar with PLCs. In fact, many VBCPS - are employing the concept of improvement. But let's face it. Just professional learning communities' understanding of what a PLC is.

**What is a PLC?**  
Depending on whom you ask, interpretations such as "a group of people who meet regularly to discuss student achievement" or "a group of teachers who work together to improve student learning" are common. However, the term "PLC" is often used to describe a group of teachers who work together to improve student learning. This is because PLCs are designed to help teachers work together to improve student learning. They are not designed to help teachers work together to improve their own teaching skills. This is because PLCs are designed to help teachers work together to improve student learning. They are not designed to help teachers work together to improve their own teaching skills.

**What is the purpose of a PLC?**  
For DuFour, and many other leading PLCs, the purpose of a PLC is to provide educators with a way to improve learning. Instead of focusing on individual students, PLCs focus on the entire unit or lesson. This allows teachers to work together to identify areas where students are struggling and to develop strategies to address those areas. This is because PLCs are designed to help teachers work together to improve student learning. They are not designed to help teachers work together to improve their own teaching skills.

**What is the hallmark of a PLC?**  
The hallmark of a PLC is long-term results. Within a PLC framework, teachers work together to identify areas where students are struggling and to develop strategies to address those areas. This is because PLCs are designed to help teachers work together to improve student learning. They are not designed to help teachers work together to improve their own teaching skills.

**vbcps.com** Collaborative Learning Culture Framework

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Home > Collaborative Learning Culture Framework > VBCPS Dynamic Video Library of Best Practices

**VBCPS Dynamic Video Library of Best Practices**

Virginia Beach City Public Schools, in support of the division's Strategic Goal, has created a dynamic video library of best practices to provide opportunities for teachers and school leaders to observe successful practices. These videos invite you into the classroom of Virginia Beach teachers working with our own students. The videos can be used by whole group faculties, by collaborative teams, or by individual teachers in conjunction with school, team, or individual goals. Facilitator's guides have been developed to accompany the videos.

**Student Engagement Videos Meaningful Learning Chart**

Dr. Christine Caskey  
VBCPS Dynamic Video Library of Best Practices Introduction

Melissa Roland  
Newtown Elementary School  
Elementary Student Engagement Facilitator's Guide

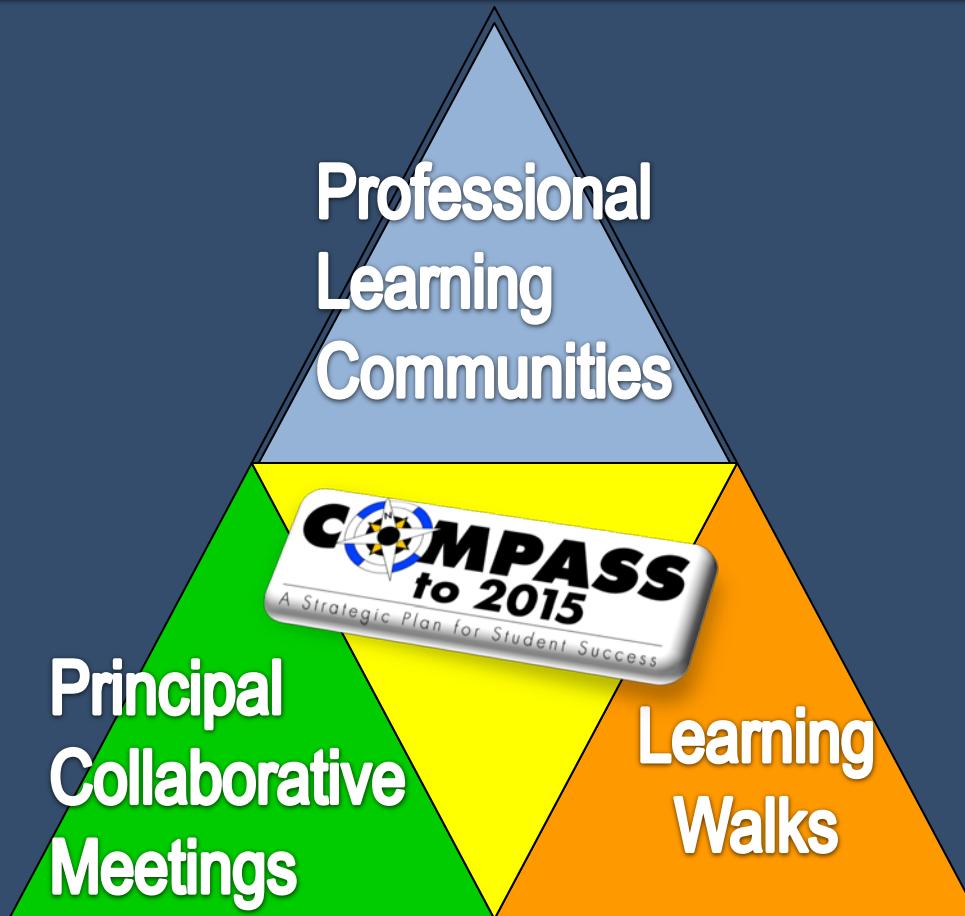
Chavez Pruitt  
Independence Middle School

Luisa Zirkle  
Bayside High School  
Health and Science Academy

Sara D'Amato  
Renaissance Academy



# Pyramid of Support



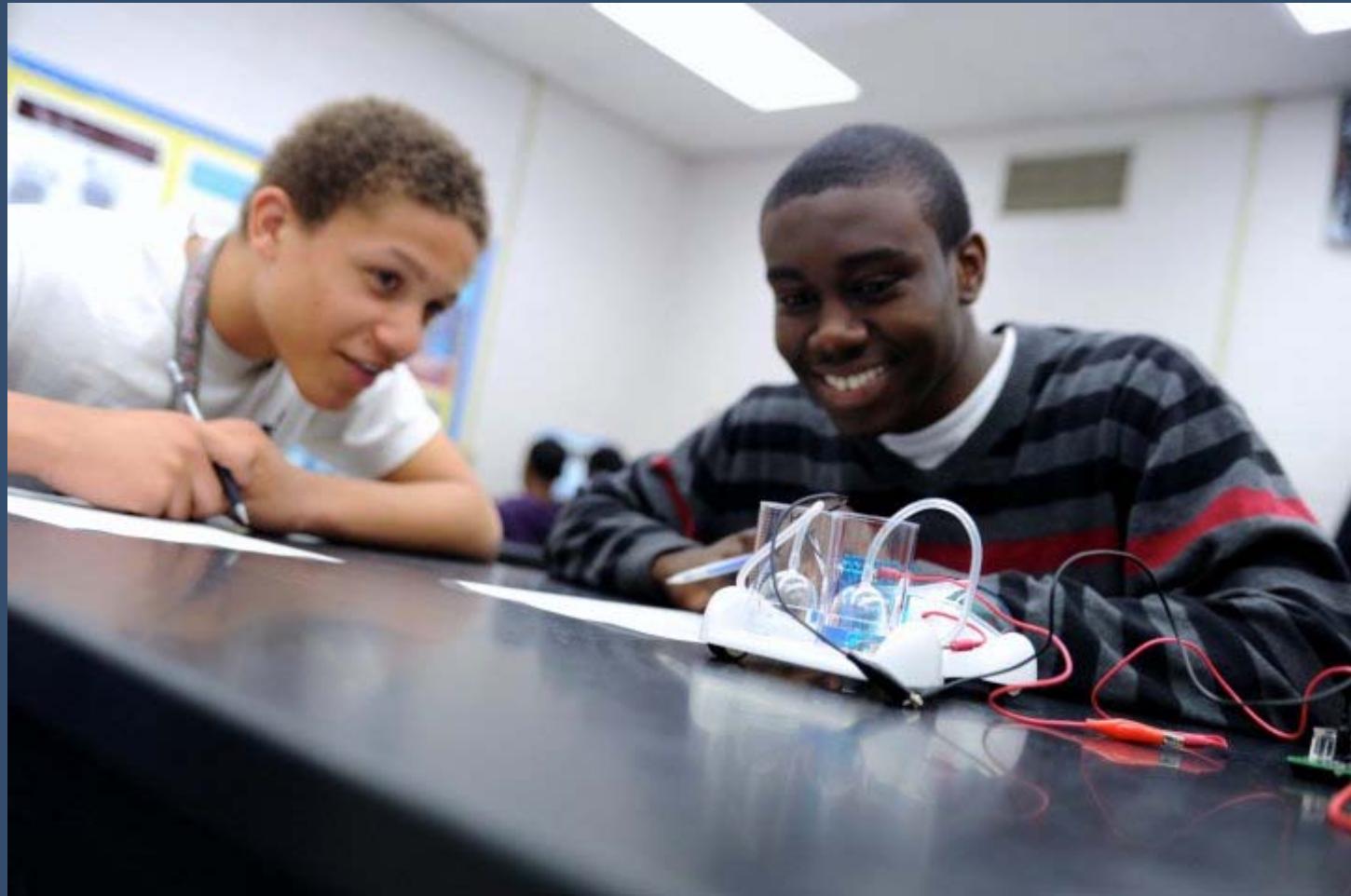
# Learning Walks



[Click here to play video](#)



# Learning Walks





# An Important Conclusion:

All schools are



not the same !



# Vanguard Schools

## FOCUS Areas

Focus Area	Description
Instructional Technology Integration	<ul style="list-style-type: none"><li>• Focus on instructional technology integration</li><li>• Access to additional technology resources</li><li>• Additional technology training provided</li></ul>
Balanced Assessment	<ul style="list-style-type: none"><li>• Focus on balanced assessment</li><li>• Implementation of cross-curricular digital portfolios</li><li>• Additional training in assessment literacy and the use of common assessments</li></ul>
Responsiveness to Student Needs	<ul style="list-style-type: none"><li>• Focus on responsiveness to individual students</li><li>• Focus on equity and strategies to promote equity in schools</li><li>• Access to training and resources to implement and document strategies to address individual student needs</li></ul>



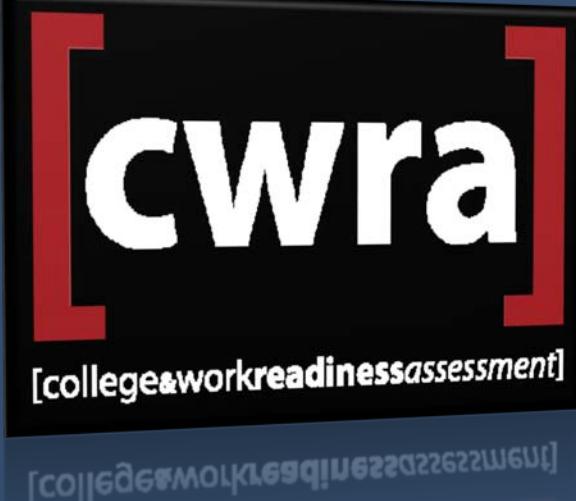
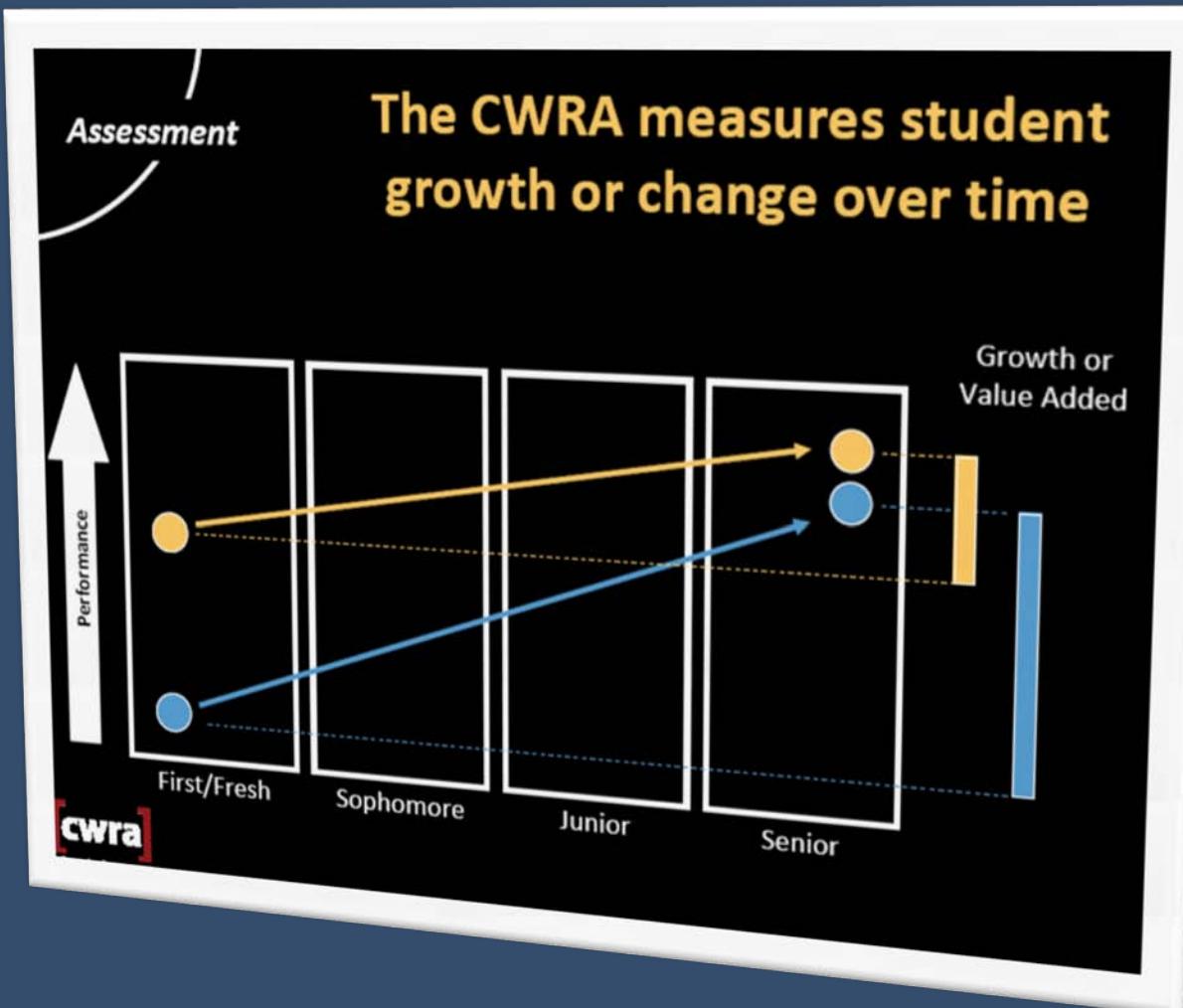
# Balanced Assessment

“We know teachers will teach to the test. We want to create a test that’s worth teaching to.”

-Dr. Jared Cotton  
Assistant Superintendent  
Department of Research, Evaluation,  
and Assessment



# Balanced Assessment





# Balanced Assessment

**The Virginian-Pilot**  
PilotOnline.com

Shelley Loving-Ryder, Virginia's assistant superintendent for student assessment and school improvement, said adding long-form tasks to tests is "not where we're going." The state instead is working on online click-and-drag math problems and short-answer questions that could be graded by computer.

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# Strategic Objective Four

VBCPS will *create opportunities for parents, community and business leaders to fulfill their essential roles as actively engaged partners in supporting student achievement and outcomes for student success.*

# Engaging the Community



A commitment to provide all students with the necessary skills to thrive as **21st century learners, workers, and citizens.**

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Submit an Event  
Subscribe to be notified via email of a Parent Connection special event or program of note

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Overview  
What is Included in each Beach Bag

Guest Columnist  
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**Parent Connection**

  
Creating Connections for VIRGINIA BEACH FAMILIES  
Virginia Beach City Public Schools

**Guest Columnist - October**  
Grier Crosby, Reading Specialist and Mom

**The Million Dollar Question! How Do I Get My Kids to Love Reading?**

This is truly one of those Million Dollar Questions! "How do I get my kids to love reading?" If I only had a nickel for every time a parent, friend, or family member has asked me this, I just might be a millionaire. Yes, I am a Reading Specialist and yes, I do have two teenagers plus a toddler and, of course, I love to read. However, one of my sons reads anything and everything he can and the other one reads only when it's required. So far, the toddler loves books and reading in any form. I watch her becoming more and more literate every day. If you have younger children, you might be in that "read it again" stage. I remember hearing it often from my boys and am actually taking time to enjoy it this time around. We read Old MacDonald and Tickle Monster every night. Some nights, she has a big brother reading to her!

GRIER CROSBY

I'm still not sure when or how it happened as I fed my boys the same foods and read them the same books. I did everything (most of the time) that the books and experts tell you to do "raise readers". They both CAN read; it's just that only one truly loves it. Bottom line—they are people, not robots. I'm slowly coming to the realization that my children aren't going to love something just because I do. I wish there were some magical answer to ensure that all kids LOVE reading, but there isn't. The most important part that we, parents and teachers, often forget is that there is a difference in being a proficient reader and having a passion for it. On the flip side, we all know that when you have a passion for something, you are usually very good at it! That's why I haven't given up with my 'not loving it' son. Through my professional experiences as well as my trial-and-error parenting experiences, I have found some things that may be helpful to those of you who find yourselves searching for an answer to *The Million Dollar Question*.

**Make Reading Fun, Not Work**

When I asked my sons what they thought would be the most helpful information to share with parents, they immediately said, "Don't make reading stuff at home like school stuff!" After thinking about it, I realized that the times when the teacher in me came out were the times I lost them. I recall being scolded many times during Book Night (family read aloud) when I started asking "teacher questions". They just wanted to listen and enjoy the story, so I found myself biting my tongue many nights. I also realized that sometimes my professional knowledge and desires for my children to be successful readers get in the way of me being their mom first and foremost. Here are some of the things we've done in our house to make reading fun!

- Institute Book Night: I don't know anyone who doesn't like to listen to someone read a good book aloud — I think my husband enjoys it the most. In school, it's one of the highlights of the day for students and teachers. It can be the same in your home. We started many years ago and take turns picking the book. In our busy lives, it's not always possible to do it every night. Start with a few nights and make it a priority. As kids are able, let them read parts aloud if they choose. Afterwards or the next day, begin an "I wonder..." conversation about the book you're reading together. I like to wonder the craziest things. It really gets them excited to read more.
- Write notes to your children daily. Be sure to write on their level and of a positive nature. Stuff handwritten riddles in their lunch boxes or backpacks. I'm famous for putting sticky notes on the bathroom mirror and pillow. Once kids have cell phones, you'll become a pro at texting notes. You write it, they'll read it. They just might not tell you they did.
- Turn on the Closed Caption option on the television. This is great for any age!
- Have kids write or help write chore lists, grocery lists, and daily routines.
- Stash magazines and books in your car seat pockets. They'll find them.
- Following a recipe to make dinner or a dessert reinforces reading and math skills. Plus it's a bonus having kids who can cook!

# Engaging the Community



[Click here to play video](#)



# Engaging the Community



Me





“Never underestimate the power  
of a small group of committed  
people to change the world. In  
fact, it is the only thing that ever  
has.”

Margaret Mead  
Anthropologist



## COMPASS TO 2015: A STRATEGIC PLAN FOR STUDENT SUCCESS

### Strategic Goal

Recognizing that the long range goal of the VBCPS is the successful preparation and graduation of every student, the near term goal is that by 2015, 95 percent or more of VBCPS students will graduate having mastered the skills that they need to succeed as 21st century learners, workers and citizens.



### VBCPS MISSION

The Virginia Beach City Public Schools, in partnership with the entire community, will empower every student to become a life-long learner who is a productive, proactive and engaged citizen within the global community.

### VBCPS VISION

Every student is achieving at his or her maximum potential in an engaging, inspiring and challenging learning environment.

### VBCPS Outcomes for Student Success

Our primary focus is on teaching and assessing those skills our students need to thrive as 21<sup>st</sup> century learners, workers and citizens. All VBCPS students will be:

- Academically proficient;
- Effective communicators and collaborators;
- Globally aware, independent, responsible learners and citizens; and
- Critical and creative thinkers, innovators and problem solvers.

### Strategic Objectives

- 1) All teachers will engage every student in meaningful, authentic and rigorous work through the use of innovative instructional practices and supportive technologies that will motivate students to be self-directed and inquisitive learners.

Key Strategies	Key Measures
Identify the 21st century skills for VBCPS.	Student success in meeting 21 <sup>st</sup> century skills by using performance-based assessments
Integrate 21 <sup>st</sup> century skills into K-12 curriculum and instruction.	Augmented curricula addressing 21 <sup>st</sup> century skills
Define, develop, and promote effective teaching practices that maximize rigor and meaningful engagement for all students.	Instructional practices ensuring that daily instruction is rigorous and relevant for all learners
Integrate supportive technologies into the instructional program delivery.	Follow-up data from employers and colleges to assess graduates' college and work readiness of VBCPS graduates
	Success on state standards for attendance and promotion and a reduced drop-out rate
	Positive trends in discipline referrals and suspension rates
	Increased number of advanced diplomas

- 2) VBCPS will develop and implement a balanced assessment system that accurately reflects student demonstration and mastery of VBCPS outcomes for student success.

Key Strategies	Key Measures
Develop and/or adopt varied assessments, including performance-based assessments, to create a balanced assessment system that measures VBCPS outcomes for student success.	New authentic assessments
Provide training for teachers and administrators on developing, using, scoring, and interpreting varied types of assessments to create a balanced assessment system.	Evaluation, collection and dissemination of student work products
Monitor and evaluate VBCPS assessments to ensure quality and fidelity.	Student performance data
Develop a process to monitor and report student performance on VBCPS assessments.	Staff and student feedback and surveys
	Reliable teacher scoring methods and results

**"By 2015, 95 percent or more of VBCPS students will graduate having mastered the skills that they need to succeed as 21st century learners, workers and citizens."**





# Additional Resources

*Virginia Beach City Public Schools (VBCPS)*

[www.vbschools.com](http://www.vbschools.com)

*Compass to 2015*

<http://www.vbschools.com/compass/index.asp>

Available Documents:

Compass to 2015: A Strategic Plan for Student Success (.pdf)

Continuum of Key Skills and FAQ (.pdf)

List of 21<sup>st</sup> Century Skills

Year End Progress Report to School Board

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